



# A Guide to DisAbility Awareness Activities

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Adapted from the  
*School Year Calendar Guide to DisAbility Awareness Activities*  
as developed by  
The Arc of Frederick County

edited by  
"Partners for Success"  
The Resource Center for Families and Schools

for use in  
Baltimore County Public Schools  
Disability Awareness Program  
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# A Guide to DisAbility Awareness Activities

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The Resource Center would also like to acknowledge the contributions of Carol Knepley, Specialist and Publications Editor, Division of Educational Support Services, Baltimore County Public Schools.



# Acknowledgments

We wish to thank the Arc of Frederick County for generously providing the Baltimore County School System with this guide. Changes were made to replace Frederick County resources with our own Baltimore County resources. Otherwise the basic content of the original guide remains intact. This document is truly a gift!

The ideas for this disability (or *ability*) awareness guide came from parents, teachers, and other professionals in Frederick County who worked together to sponsor "Disability Awareness Week" programs in Frederick County Schools from 1992 to 1994. During this week-long program, students in these schools participated in sensitivity and awareness activities to help them understand what it might be like to have a disability. Guest speakers with developmental disabilities and/or parents visited classrooms to answer students' questions about disabilities. In some schools, principals and guidance counselors visited the classrooms to read a story that featured a character with a disability. In one school, this story reading was video recorded and broadcast for all the primary grades each morning.

Parent support groups, such as the FRIENDS group, and staff from Frederick County agencies serving people with developmental disabilities collaborated with the The Arc in providing the week long activities at the different schools. High School students with developmental disabilities also helped to provide activities and classroom presentations. Special programs such as the puppet troupe "Kids on the Block" and Challenge Theater's production of *Junk* were also featured during the week to help students develop an understanding and empathy for individual differences related to disabilities.

At the end of each Disability Awareness Week the activities were evaluated by teachers. The feedback they received was very positive and encouraging. Likewise, feedback from students was very enthusiastic. However, teachers recommended that these types of activities needed to go on throughout the year, not just during one "special" week. One teacher from Myersville Elementary School commented that "more needs to be done throughout the year to promote understanding of disabilities, especially since more students with disabilities are being included in our schools." Hence, *The Guide to DisAbility Awareness Activities* was born! We especially wish to thank Gretchen Holzinger, from the Arc of Frederick County, for her efforts in researching and compiling this valuable tool. We are very fortunate to have such a great resource. It is our greatest hope that it will be used with the students and staff in Baltimore County.

# Thank you!

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Department of Special Education  
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Baltimore County Government

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# Introduction

You probably have been touched in some way by the new changes in the education of children with disabilities in the United States. These changes are bringing into neighborhood schools many children who had in the past been educated in other settings - in separate classrooms, in separate schools, in institutions. These are children who have been labeled as different, children with disabilities. As a teacher, you may be concerned about your workload or about your skills in teaching a child with special needs. You may be worried about how to handle the reaction of students to someone they see as different. You may also be excited about the challenge of teaching a child with a disability or about exposing children to the richness of a group of diverse human beings. You may be committed to involving yourself in a different approach to teaching- teaching attitudes, positive attitudes toward people, including people with disabilities. In any case, you are a person concerned about attitudes toward children with disabilities or you would probably not be reading this guide. So we have something in common.

We are a group of people - parents, teachers, administrators, psychologists, child advocates, citizens - who share a belief in the fundamental importance of accepting attitudes as a necessary ingredient for the successful inclusion of disabled children into the mainstream of our schools and communities. This guide is an invitation to you to join us in exploring your own and children's attitudes toward people who are perceived as different. You, as a teacher, can facilitate the development of acceptance and caring on the part of the children toward each other. You can create a climate where questions are asked, fears are expressed, information is shared and understanding is developed. You can become truly engaged with children in issues that excite and concern us all - our relationships with the diverse human group around us.

Attitudes toward people we see as different from ourselves are learned early from the media and from experiences we have with our families, in school and in the community. We each carry with us stereotypes and myths about people with disabilities. We carry with us expectations and fears, beliefs and discomforts. Positive attitudes toward persons with disabilities develop out of positive experiences with them and out of their positive presentation in the media. A classroom with a climate of openness presents an opportunity for stereotypes to be discussed, feelings expressed and questions asked and answered. You can set the stage for children to explore their attitudes and to change them.

This is a guide of activities - the ideas are meant to be acted upon, to be used, not just read. The activities suggest ways to involve yourself and children in experiences to foster contact, empathy, the gaining of information and responsive behaviors toward people with disabilities. We also offer you some background about a range of disabilities and a list of resources to find out more. Some people read books from front to back and for you, you are welcome to read and use this guide in sequential order. Others may wish to explore activities that match the needs or interests of your school community. Some of you may want to send for or find in the library many of the books, films and pamphlets described in the resources sections. Whatever your style of using this guide, we hope that *The Guide for Disability Awareness Activities* will involve you and the children you teach in a new examination of expectations and stereotypes, questions and answers, feelings and behaviors about what it means to have a disability.



# General Overview

## Laws Affecting Education for Children with Special Education Needs

- a.) IDEA is an acronym for Public Law 101-476, standing for Individuals With Disabilities Education Act. In Maryland, children ages 0-21 with a developmental disability or developmental delay are entitled to a free appropriate education in the least restrictive environment. The following disabling conditions are included under the law: hearing impairments, vision impairments, deaf-blind and multiple disabilities, speech/language disorders, mental retardation, physical disabilities, emotional/behavioral disorders, learning disabilities, autism, traumatic brain injury, and health impairments.
- b.) Section 504 prohibits discrimination against persons with disabilities that are severe enough to substantially limit one or more of the major life functions. The provisions of Section 504 are similar to those of IDEA, however Section 504 offers the additional provision for withdrawal of federal funding from an agency that is not in compliance.
- c.) The American Disabilities Act (ADA) is a comprehensive law designed to "provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities".

## •Activities

### 1.) Elementary School Age

- a.) Introduction to Disabilities
- b.) Surveying Our Differences

### 2.) Middle School Age

- a.) Animal School Fable
- b.) Deciding What Is Normal

### 3.) High School Age

- a.) Surveying Stereotypes of People with Disabilities
- b.) All in the Family

## •Fact Sheet on Various Disabilities

## •Attitudes Toward People with Disabilities

## •Attitudinal Quiz: Self-Analysis Questionnaire

## •Community Resources Numbers

## •Maryland State Resources

## •National Toll-free Numbers



## ELEMENTARY SCHOOL

### *Introduction to Disabilities*

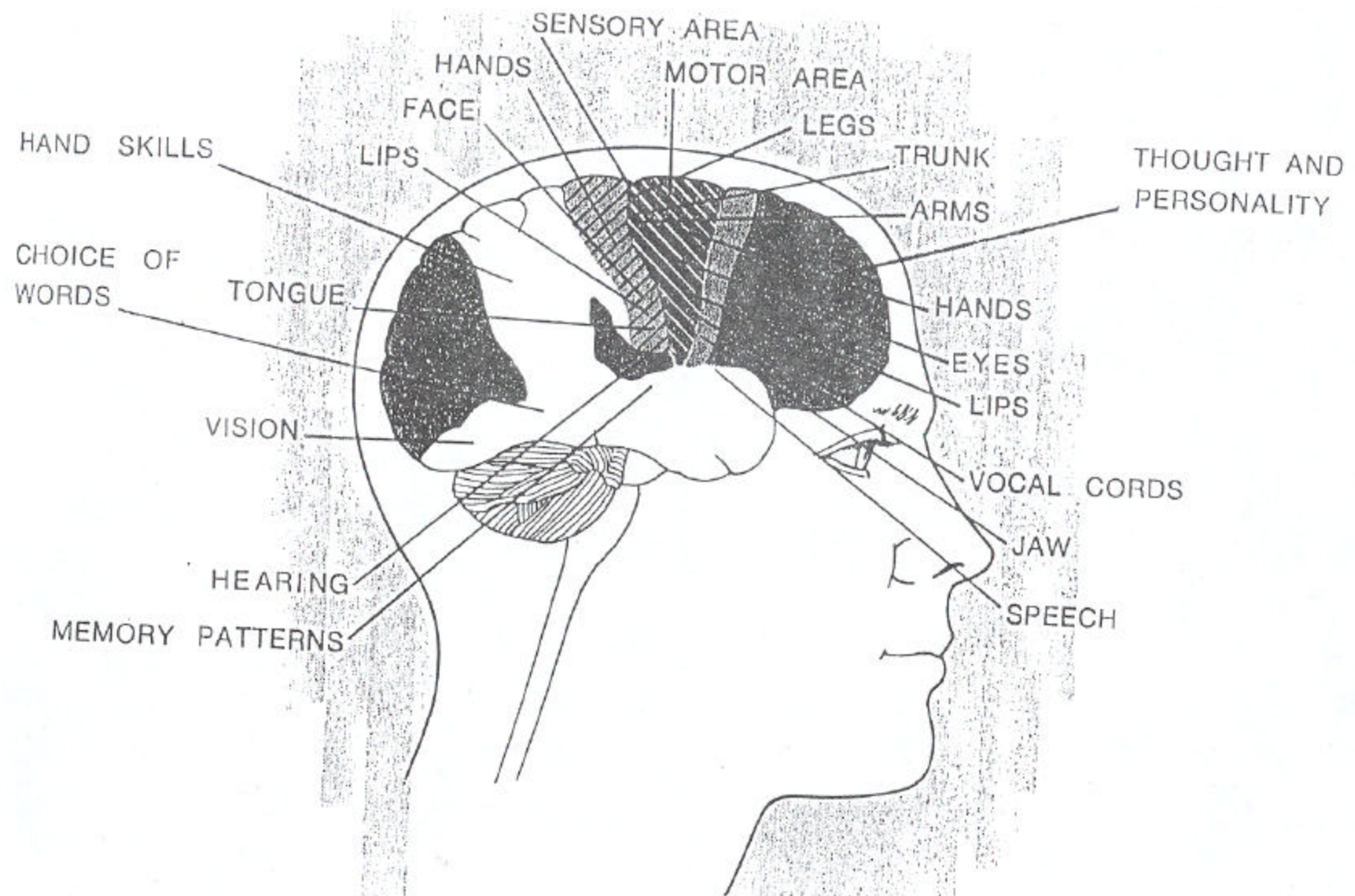
*Purpose:* The purpose of this lesson is to give students an idea of why disabilities occur. Specific disabilities are related to parts of the body which may suffer damage due to birth defects or illnesses.

*Materials:* Worksheet with diagram of the brain, pencils and markers, paper

#### *Activity:*

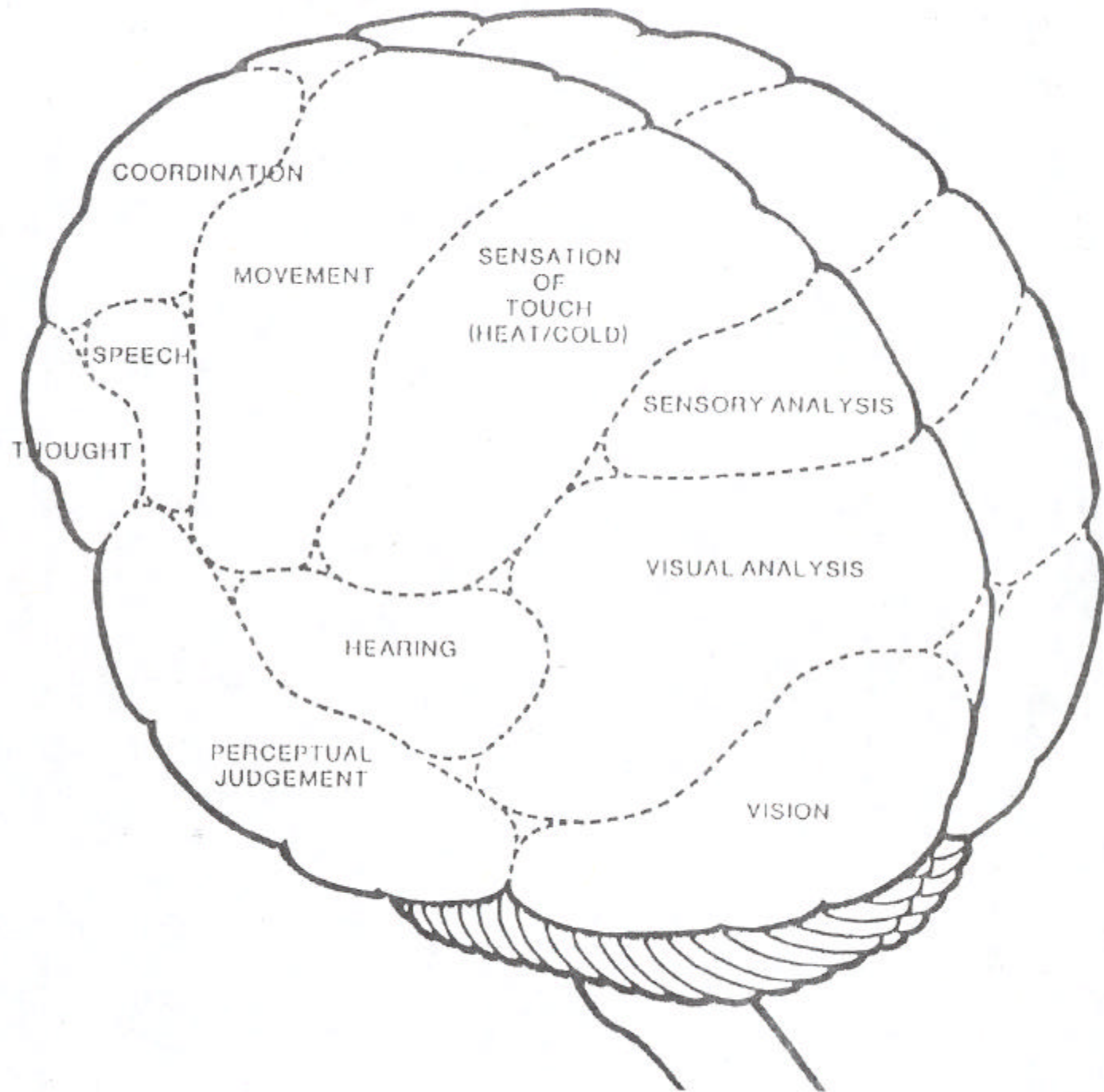
1. Hand out worksheet containing diagram of the brain.
2. Explain that the brain is similar to a communication center in a large city. The brain controls the functions of the body. Visual information is stored at the back of the brain. Ask the students to mark the visual area at the back of the brain with a blue dot.
3. Sounds are received at the sides of the brain. Have students mark this area with a yellow dot.
4. Speech is coordinated near the front of the brain. Have students fill in a red dot to mark the speech area.
5. The base of the brain controls hunger and thirst, breathing, heartbeat, and temperature. Memory and judgment are centered at the front of the brain. Just ahead of the side areas concerned with hearing and touch, are the motor centers. This involves the voluntary control of muscles and movement.
6. Have students generate a list of all the disabilities they know. Ask each student to choose a disability and write to the American Council on Education, Health Resource Center, One Dupont Circle, Washington, DC 20036-1193 for information about the specific disability.

Reference: People Like Us, Disability Awareness Curriculum For Montana's Students, Edited by Katharine A. Kelker. Parents, Let's Unite For Kids, Billings, Montana.



A map of the cerebral cortex.





## ELEMENTARY SCHOOL

### *Surveying Our Differences*

*Purpose:* For children to identify how all people can be alike or different regardless of disability.

*Materials:* Paper, pencils

*Activity:*

A variety of exercises can be developed to help children identify the many ways in which people are different and alike. Ask children to design questions and ask many people in their class, family, community. Interview and record the data they get about the characteristics and preferences of others. They can summarize and represent the information in graphs. The topics which can be dealt with in this way are infinite. They can include physical characteristics; preferences in terms of hobbies, books, T.V. shows; family origins; opinions on particular topics. Here are some examples:

- Measure the hand size or weight of all fourth grade children and talk about variability.
- Record opinion regarding stereotypes of disabilities, such as "What is a handicap?" or "What is mental retardation?"
- Ask about fears and anxieties.
- Chart where each class member's family originated.
- Ask about typical behavior, e.g., "What do you do when you're mad?"
- Record "things that are easy for you to do" and "things that are hard for you to do."

After data is summarized, it is important to have a group discussion focusing on the ways we are different and the ways we are alike.

Barnes, Ellen, Carol Befrigan, and Douglas Biklen. What's the Difference: Teaching Positive Attitudes Toward People with Disabilities. Syracuse, NY: Human Policy Press, 1978.



## MIDDLE SCHOOL

### *Animal School Fable*

*Purpose:* To introduce the concept and importance of accommodation for individual differences.

*Materials:* Copies of the Animal School Fable

*Activity:*

Each one of us has strengths and weaknesses-- things we do well and things we do less well. In general we learn to live with our own strengths and weaknesses and with those of the people close to us. We learn to make accommodations for our individual differences so that we can get along in life. Provide students with the following definition of accommodation to ponder as you read to them the Animal School Fable.

**Accommodation** is a way of modifying a task or assignment so that a person with a disability can participate in spite of whatever limitations the disability may impose.

After reading the story, solicit class discussion to answer the following questions:

1. Which animal in the Animal School would you like to be? Why?
2. What do students learn in the Animal School?
3. Are the students studying the right things? Why or why not?
4. How are the duck, rabbit, squirrel, eagle, and gopher the same? How are they different?
5. If you were running the Animal School how would you change the curriculum? What accommodations could be made for individual differences?
6. How could the animals help each other?
7. How are the animals in this parable like students you know? Like yourself?

Reference: People Like Us, Disability Awareness Curriculum For Montana's Students, Edited by: Katharine A. Kelker. Parents, Let's Unite For Kids, Billings, Montana.

## **The Animal School: A Parable**

Once upon a time the animals decided they must do something to make their society better. They held a meeting and finally decided to organize a school.

The curriculum consisted of running, climbing, swimming, and flying. Since these were the basic behaviors of most animals, they decided that all the students should take all the subjects.

The duck proved to be excellent at swimming--better, in fact, than his teacher. He also did well in flying. But he proved to be very poor in running. Since he was poor in this subject he was made to stay after school to practice it and even had to drop swimming in order to get more time in which to practice running. He was kept at this poorest subject until his webbed feet were so badly damaged that he became only average at swimming. But average was acceptable in the school so nobody worried about that--except the duck.

The rabbit started at the top of his class in running, but finally had a nervous breakdown because of so much make-up time in swimming--a subject he hated.

The squirrel was excellent in climbing until he developed a psychological block in flying class, when the teacher insisted he start from the ground instead of from the tops of trees. He was kept at attempting to fly until he became muscle bound--and received a C in climbing and a D in running.

The eagle was the school's worst discipline problem. In climbing class he beat all of the others to the top of the tree used for examination purposes in this subject, but he insisted on using his own method of getting there.

The gophers, of course, stayed out of school and fought the tax levied for education because digging was not included in the curriculum. They apprenticed their children to the badger and later joined the groundhogs and eventually started a private school offering alternative education.



## MIDDLE SCHOOL

### *Deciding What Is Normal*

**Purpose:** To determine the role of choice in normal daily values. To act with force and purpose requires a sense of one's own values. Most issues have a moral and political component; an individual's position on an issue depends not only on having adequate information but also on what that person values--what he or she believes is important. Having a clear notion of one's values helps the individual to respond effectively to specific issues. For something to be a value, it must meet these seven criteria:

- it is freely chosen, not something chosen for the person
- it is chosen from among alternatives
- it is chosen after considering the consequences of each alternative
- it is prized, respected--the individual is glad to have made the choice
- it is something the individual can publicly affirm
- it is something the individual can act upon
- it is a part of a pattern in the individual's life; he or she repeats it

The principle of normalization involves values that are placed on the individual. This principle says that an individual is valuable simply because he or she is human. The level or type of the individual's disability makes no difference in considering the value of the person. Each person, therefore, has the right to enjoy the same types of daily activities that others enjoy, simply because the individual is a human being.

In this lesson, students will be exploring the things that they value and will learn that their notions of what is important in life correspond closely to the values of others, including persons with disabilities.

**Materials:** Easel paper and markers, 2 exercise sheets: Ten Things I Enjoy Most, Personal Values Assessment

#### *Activity:*

#### **Ten Things I Enjoy Most**

This exercise is an opportunity for students to think about what they like to do and what they value most in life.

1. Have the students follow the directions on the exercise (attached).
2. After the exercise is completed, reconvene the class to discuss the following questions: How much choice do you have in your daily life? In planning for your future?

#### **Personal Values Assessment**

This exercise encourages students to think about their own futures and what they value most in life.

1. Have the students complete the exercise following the directions on the sheet.
2. After doing this exercise, students can then compare their own hopes and desires with those that people with disabilities might have.

**Reference:** People Like Us, Disability Awareness Curriculum For Montana's Students, Edited by : Katharine A. Kelker, Parents, Let's Unite For Kids, Billings, Montana

## Ten Things I Enjoy the Most

**Directions:** List the 10 things you enjoy doing the most. Put an "A" beside those you do alone; put a \$ beside those that cost money; put a "B" beside those that benefit others.

### THINGS I ENJOY MOST

1.

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2.

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3.

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4.

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5.

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6.

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7.

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8.

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9.

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10.

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What does your list tell you about your values? What things are most important to you? Discuss your answers with a group of your classmates.



## Personal Values Assessment

**Directions:** Our values help us to set goals that guide our actions in daily life. Read through the following list of values and choose the three values which are most important to you. Number them 1, 2, and 3.

- \_\_\_\_\_ A prosperous life (wealth, beautiful surroundings, money to live without worry.)
- \_\_\_\_\_ A peaceful life (harmony and serenity)
- \_\_\_\_\_ A balanced life (equal achievement and happiness among work, family, and personal life)
- \_\_\_\_\_ An exciting life (stimulating, active, adventurous, willingness to take risks)
- \_\_\_\_\_ An independent life (freedom to act on one's own choices)
- \_\_\_\_\_ A self-sufficient life (taking care of one's own needs)
- \_\_\_\_\_ A secure life (safe and protected from harm)
- \_\_\_\_\_ A happy life (contentedness)
- \_\_\_\_\_ A cheerful life (lighthearted, joyful, positive outlook)
- \_\_\_\_\_ A fair life (doing what is right for everyone, equal opportunity for all)
- \_\_\_\_\_ A broad-minded life (accepting differences, willing to try new things)
- \_\_\_\_\_ A rational life (a consistent, logical, problem-solving approach)
- \_\_\_\_\_ A loving life (affection, tenderness, intimacy)

## HIGH SCHOOL

### *Surveying Stereotypes of People with Disabilities*

*Purpose:* Students will identify various stereotypes about people with disabilities.

*Materials:* Paper and pencil

*Activity:*

Help students make up a questionnaire they can use to survey their schoolmates, families, neighborhoods. Then have them use it and come back and tally their answers. Have a discussion about the results.

Sample Questionnaire: What do you think?

Can kids with disabilities:

wash dishes  
cook  
babysit  
cut the grass  
cry  
kiss parents good night  
fight  
play baseball  
climb trees

Can adults with disabilities:

cook dinner  
wash dishes  
do the laundry  
change a baby's diaper  
have children  
fix a broken window  
drive  
support a family

The issue in the discussion should be that some people with disabilities can do these things and some can't. But because we stereotype, we assume that everyone is the same. Some people without disabilities can and can't do these things also.

Barnes, Ellen, Carol Berrigan, and Douglas Biklen. What's the Difference: Teaching Positive Attitudes Toward People with Disabilities. Syracuse, NY: Human Policy Press, 1978.



## HIGH SCHOOL

### *All in the Family*

*Purpose:* Students will apply their knowledge of stereotypes about people with disabilities and increase their sensitivity to the impact of stereotypes on our attitudes toward people in general.

*Materials:* None

*Activity:*

Ask the students to think of TV shows that they have seen in which a person with a disability is portrayed. What was that person like? How was he/she treated by the other characters in the show?

Have the class create their own situation comedy in which people with disabilities appear in non-stereotyped ways. Write the roles and perform them in class and then discuss the results of the production.

Barnes, Ellen, Carol Berrigan, and Douglas Biklen. What's the Difference: Teaching Positive Attitudes Toward People with Disabilities. Syracuse, NY: Human Policy Press, 1978.



Disabilities That Qualify Children and Youth for Special Education Services  
under the Individuals with Disabilities Education Act (IDEA)

The *Education of the Handicapped Act*, Public Law (P.L.) 94-142, was passed by Congress in 1975 and amended by P.L. 99-457 in 1986 to ensure that children with disabilities would have a free, appropriate public education available to them which would meet their unique needs. It was again amended in 1990, and the name was changed to the *Individuals with Disabilities Education Act* (P.L. 101-476), or IDEA.

IDEA defines "children with disabilities" as having any of following types of disabilities: autism, deaf-blindness, hearing impairments (including deafness), mental retardation, multiple disabilities, orthopedic impairments, other health impairments, serious emotional disturbance, specific learning disabilities, speech or language impairments, traumatic brain injury, and visual impairments (including blindness). These terms are defined in the regulations for IDEA, as described below.

#### 1. Autism

A developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age three, that adversely affects educational performance.

#### 2. Deafness

A hearing impairment which is so severe that a child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

#### 3. Deaf-Blindness

Simultaneous hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that a child cannot be accommodated in special education programs solely for children with deafness or children with blindness.

#### 4. Hearing Impairment

An impairment in hearing, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of "deafness."

#### 5. Mental Retardation

Significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.

#### 6. Multiple Disabilities

Simultaneous impairments (such as mental retardation/blindness, mental retardation/orthopedic impairment, etc.), the combination of which causes such severe educational problems that the child cannot be accommodated in a special education program solely for one of the impairments. The term does not include children with deaf-blindness.

#### 7. Orthopedic Impairment

A severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly (e.g., club-foot, absence of some limb, etc.), impairments caused by disease (e.g. poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).

#### 8. Other Health Impairment

Having limited strength, vitality, or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance. According to the Office of Special Education and Rehabilitative Services' clarification statement of September 16, 1991, eligible children with ADD may also be classified under "other health impairment."



## 9. Serious Emotional Disturbance

(I.) A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance: (A) an inability to learn which cannot be explained by intellectual, sensory, or health factors; (B) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (C) inappropriate types of behavior or feelings under normal circumstances; (D) a general pervasive mood of unhappiness or depression; or (E) a tendency to develop physical symptoms or fears associated with personal or school problems. (II.) The term includes children who have schizophrenia. The term does not include children who are socially maladjusted, unless it is determined that they have a serious emotional disturbance.

## 10. Specific Learning Disability

A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

## 11. Speech or Language Impairment

A communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.

## 12. Traumatic Brain Injury

An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, which adversely affects educational performance. The term does not include brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

## 13. Visual Impairment, Including Blindness

A visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both children with partial sight and those with blindness.

## SERVICES FOR INFANTS, TODDLERS, AND PRESCHOOLERS WITH DISABILITIES

P.L. 99-457, the *Education of the Handicapped Act Amendments of 1986*, created a new mandate for all state education agencies to serve all children with disabilities from age three by 1991-1992. The Preschool Program's purpose is to extend the P.L. 94-142 rights to children from age three, including all definitions and requirements. However, Con-

gress made an important distinction for preschoolers: States are not required to label 3-5 year-olds in order to serve these children.

P.L. 99-457 also established the Part H program, now known as the Early Intervention Program for Infants and Toddlers with Disabilities. This program is directed to the needs of children, from birth to their third birthday, who need early intervention services because they: (1) are experiencing developmental delays in one or more of the following areas: cognitive, physical, language and speech, psychosocial, or self-help skills; (2) have a physical or mental condition that has a high probability of resulting in delay, such as Down Syndrome, cerebral palsy, etc.; or (3) at the state's discretion, are at risk medically or environmentally for substantial developmental delays if early intervention is not provided. In addition, under this program the infant or toddler's family may receive services that are needed to help them assist in the development of their child. State definitions of eligibility under this program vary; many states are still in the process of developing their Part H programs. Therefore, depending on the state, services may be fully available or still in the process of developing.

## FOR ADDITIONAL INFORMATION

If you feel that any of the above statements accurately describes your child, we encourage you to find out more about special education and related services available in your child's public school district. Many parents have found the NICHCY publication entitled "Questions Often Asked About Special Education Services" helpful. For children birth through 5 years, ask for the publication "A Parents' Guide to Accessing Programs for Infants, Toddlers, and Preschoolers with Disabilities." All NICHCY publications are free of charge.

The Special Education Director for your child's school district, Child Find Coordinator, or the principal of your child's school should be able to answer specific questions you may have about obtaining special education and related services for your child. In addition, the Federally funded Parent Training and Information Programs across the country are excellent sources of information. For a listing of information sources in your state, NICHCY has a State Resource Sheet for each state and U.S. Territory; this sheet includes the address of the Parent Training and Information Program.

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# Attitudes Toward People with Disabilities

People with disabilities have been considered different by society. Treatment of differences has varied. The following are descriptions of disability that have been used during different historical periods:

## **Menace**

Between 1870 and 1925, persons with disabilities were linked in the public mind with poverty, crime, and promiscuity, and they were seen as contributing to the decline of civilization. Individuals with mental retardation, in particular, were viewed as "threats" to society. This view led to the segregation, imprisonment, and sometimes even the persecution of individuals with disabilities. Placement in large custodial settings or "asylums," as they were called then, was common. Sterilization was widely used to prevent the "spread" of social problems through heredity.

## **Object of Dread**

This view stems from the time when leprosy was a dreaded disease. After the Crusades, the first institutions were built in Europe to house lepers. These prison-like buildings were placed well outside the cities, often on hilltops for the clean air. When leprosy declined, the "leprosariums" were quickly filled with society's misfits, criminals, and persons with disabilities. The image of dread was transferred to the new tenants.

## **Subhuman**

This view is still encountered today, particularly in the case of persons with more severe disabilities. Such persons are often compared with "animals" or "vegetables." Simple amenities such as heat and regulation of water temperature may be ignored because the person is thought to be insensitive to heat or cold.

## **Object of Ridicule**

Those who have seen the movie *Charly* will recall how the main character who had mental retardation was the butt of frequent and humiliating jokes from coworkers. The appearance of persons with disabilities in freak shows and circuses also illustrates this point. Historical novels show that people with disabilities were used as fools, court jesters, or clowns.

## **Object of Pity or Charity**

Until recent years, services (from education to provision of clothing) were given to people with disabilities out of pity or a sense of charity. These persons were even placed in the position of having to beg for survival. In fact, the term "handicap" is said to reflect the fact that people with disabilities had to have "cap in hand" to beg for survival. The pity and charity approach is still used in public fund-raising campaigns, such as the Jerry Lewis Telethon for Muscular Dystrophy.



**Holy Innocent**

This view characterizes the person with a disability as a "holy innocent," a "child of God," "a special messenger," someone who is incapable of sin and is, therefore, not responsible for his or her own actions.

**Eternal Child**

The most common misconception about persons with mental retardation is that mentally they remain children forever. The tendency, then, is to expect them to behave like children. For example, an 18 year-old man may be expected to play with toys as a 6 year-old does instead of engaging in adult leisure time activities like participating in sports or going to the movies.

**Sick**

A final stereotype and one which is also common today is the view of the person with a disability as sick. Most people with disabilities are, in fact, healthy and their disability is a physical or mental impairment and not an illness. The erroneous idea that disability is an illness has led to an emphasis on medical treatment in hospital settings. Some disabilities, such as epilepsy or mental disorders, can be treated or controlled by medication. But it is unrealistic to expect most disabilities to be totally overcome or medically "cured." Even so, all persons with disabilities can be helped through better services and opportunities to achieve a measure of independence. Greater emphasis should be, and is being, put on education and rehabilitation, schools, vocational centers, and residential services. These non-medical services are more appropriate and will, in the long run, produce more direct benefits to the individual who has a disability and to society.

# SELF-ANALYSIS QUESTIONNAIRE

**DIRECTIONS:** Decide whether you agree or disagree with the following statements.

Agree      Disagree

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. If I have children of my own, I would want them to attend school with children who have disabilities.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. People with disabilities have the same rights as other people.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. People with disabilities need protection from negative experiences.                                     |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Adolescents with mental retardation tend to be sexually promiscuous.                                    |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. When I see someone with a physical deformity, I should go out of my way to do something for him or her. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. People who work with individuals who have disabilities must have a lot of patience.                     |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. A person with a disability is usually sick.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. If a person cannot talk, that usually means he or she is retarded.                                      |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. People with disabilities are always born that way.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. People with disabilities need our sympathy.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. People who are blind usually have more acute hearing.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. People with mental retardation never really grow up.   |



Agree      Disagree

- |                          |                          |     |  |
|--------------------------|--------------------------|-----|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 13. | All people who are deaf are alike.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 14. | People who use wheelchairs cannot become teachers.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 15. | All children with disabilities, no matter how severe, have a right to a public education.                |
| <input type="checkbox"/> | <input type="checkbox"/> | 16. | Persons with disabilities are brave and courageous.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 17. | Wheelchair use is confining: users of these devices are literally wheelchair bound.                      |
| <input type="checkbox"/> | <input type="checkbox"/> | 18. | All persons with hearing impairments can read lips.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 19. | People with disabilities are more comfortable being "with their own kind."                               |
| <input type="checkbox"/> | <input type="checkbox"/> | 20. | Curious children should never be allowed to ask disabled people about their disabilities.                |
| <input type="checkbox"/> | <input type="checkbox"/> | 21. | The lives of people with disabilities are totally different from those of most other people.             |
| <input type="checkbox"/> | <input type="checkbox"/> | 22. | Most people with disabilities are unable to have sexual relationships.                                   |
| <input type="checkbox"/> | <input type="checkbox"/> | 23. | People with disabilities always need help.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 24. | People without disabilities are obligated to "take care of" their fellow citizens who have disabilities. |
| <input type="checkbox"/> | <input type="checkbox"/> | 25. | People with disabilities often use their disabilities as an excuse to escape responsibility.             |

## RESOURCE ORGANIZATIONS

### State/National Resource Organizations

ADA Information Center of Mid Atlantic Region  
451 Hungerford Drive, Suite 607  
Rockville, MD 20850  
TTY: 800-949-4232

### Local Organizations

Baltimore County Public Schools  
Department of Special Education  
6901 Charles Street  
Towson, MD 21204  
410-887-3660

Baltimore County Public Schools  
Resource Center for Families and Schools  
*"Partners for Success"*  
8401 Leefield Road, Room 100  
Baltimore, MD 21234  
410-887-5443

Baltimore County Commission on Disabilities  
One Investment Place  
Towson, MD 21204  
410-887-3580



National Information Center  
for Children and Youth  
with Disabilities



P.O. Box 1492  
Washington, DC  
20013-1492

E-Mail: [nichcy@aetd.org](mailto:nichcy@aetd.org)  
URL: <http://www.nichcy.org>  
1-800-695-0285 (Voice/TTY)

## MARYLAND STATE RESOURCES

### UNITED STATES SENATORS

Honorable Paul S. Sarbanes (D)  
United States Senate  
Washington, DC 20510-2002  
(202) 224-4524  
(202) 224-1651 (Fax)

Honorable Barbara A. Mikulski (D)  
United States Senate  
Hart Senate Office Building 709  
Washington, DC 20510-2003  
(202) 224-4654  
(202) 224-8858 (Fax)  
E-mail: [senator@mikulski.senate.gov](mailto:senator@mikulski.senate.gov)

### GOVERNOR

Parris N. Glendening  
State House  
100 State Circle  
Annapolis, MD 21401  
(410) 974-3901  
E-mail: [governor@gov.state.md.us](mailto:governor@gov.state.md.us)  
URL: <http://www.gov.state.md.us>

### GOVERNOR'S OFFICE FOR INDIVIDUALS WITH DISABILITIES

Beatrice Rodgers, Director  
Governor's Office for Individuals with Disabilities  
One Market Center, Box 10  
300 West Lexington Street  
Baltimore, MD 21201-3435  
(410) 333-3098 (V/TTY)  
E-mail: [oid@clark.net](mailto:oid@clark.net)

### STATE DEPARTMENT OF EDUCATION: SPECIAL EDUCATION

Carol Ann Baglin, Assistant State Superintendent  
Department of Education, Division of Special Education  
200 West Baltimore Street  
Baltimore, MD 21201-2595  
(410) 767-0238  
E-mail: [cbaglin@msde.state.md.us](mailto:cbaglin@msde.state.md.us)  
URL: <http://www.msde.state.md.us>

### PROGRAMS FOR INFANTS AND TODDLERS WITH DISABILITIES: AGES BIRTH TO 3

Deborah Metzger, Chief  
Department of Education, Division of Special Education  
200 West Baltimore Street, 4th Floor  
Baltimore, MD 21201  
(410) 767-0237  
(800) 535-0182 (in MD only)  
E-mail: [dmetzger@msde.state.md.us](mailto:dmetzger@msde.state.md.us)

### PROGRAMS FOR CHILDREN WITH DISABILITIES: AGES 3 THROUGH 21

Consuelo Anderson, Chief  
Department of Education, Division of Special Education  
200 West Baltimore Street  
Baltimore, MD 21201  
(410) 767-0242

### STATE VOCATIONAL REHABILITATION AGENCY

Robert Burns, Assistant State Superintendent  
Division of Rehabilitation Services  
Department of Education, Maryland Rehabilitation Center  
2301 Argonne Drive  
Baltimore, MD 21218-1696  
(410) 554-9385  
E-mail: [dors@msde.state.md.us](mailto:dors@msde.state.md.us)  
URL: <http://www.dors.state.md.us>

### OFFICE OF STATE COORDINATOR OF VOCATIONAL EDUCATION FOR STUDENTS WITH DISABILITIES

Pat Martin, Branch Chief  
Division of Career Technology and Adult Education  
200 West Baltimore Street  
Baltimore, MD 21201  
(410) 767-0196

### STATE MENTAL HEALTH AGENCY

Oscar Morgan, Director  
Mental Hygiene Admin.  
Department of Health & Mental Hygiene  
201 West Preston Street  
Baltimore, MD 21201  
(410) 767-6655



# MARYLAND - 2

## STATE MENTAL HEALTH REPRESENTATIVE FOR CHILDREN AND YOUTH

Albert Zachik, Assistant Director  
Division of Child & Adolescent Services  
Department of Health & Mental Hygiene  
201 West Preston Street  
Baltimore, MD 21201  
(410) 767-6649

## STATE MENTAL RETARDATION PROGRAM

Diane Coughlin, Director  
Developmental Disabilities Administration  
Department of Health & Mental Hygiene  
201 West Preston Street  
O'Connor Bldg., 4th Floor  
Baltimore, MD 21201  
(410) 767-5600

## MD DEVELOPMENTAL DISABILITIES COUNCIL

Mindy Morrell, Executive Director  
MD Developmental Disabilities Council  
300 West Lexington Street, Box 10  
Baltimore, MD 21201-2323  
(410) 333-3688 (V/TTY); (800) 305-6441 (in MD only)  
E-mail: mg44@umail.umd.edu

## PROTECTION AND ADVOCACY AGENCY

Cathy S. Surace, Acting Director  
Maryland Disability Law Center  
1800 N. Charles, Suite 204  
Baltimore, MD 21201  
(410) 234-2791  
E-mail: HN6313@handsnet.org

## CLIENT ASSISTANCE PROGRAM

Peggy Dew, Director  
Client Assistance Program  
Department of Education  
Division of Rehabilitation Services  
2301 Argonne Drive  
Baltimore, MD 21218  
(410) 554-9358; (800) 638-6243  
URL: <http://www.dors.state.md.us/cap.html>

## PROGRAMS FOR CHILDREN WITH SPECIAL HEALTH CARE NEEDS

Department of Health & Mental Hygiene  
Children's Medical Services Program—Unit 50  
201 West Preston Street  
Baltimore, MD 21201  
(410) 767-5580

## STATE EDUCATION AGENCY RURAL REPRESENTATIVE

Jerry White, Program Manager  
Program Administration & Support Services Branch  
Division of Special Education/Department of Education  
200 West Baltimore Street, 4th floor  
Baltimore, MD 21201  
(410) 767-0249  
E-mail: [jwhite@msde.state.md.us](mailto:jwhite@msde.state.md.us)

## REGIONAL ADA TECHNICAL ASSISTANCE AGENCY

ADA Information Center for Mid-Atlantic Region  
451 Hungerford Drive, Suite 607  
Rockville, MD 20850  
(301) 217-0124 (V/TTY)  
E-mail: [adainfo@transcen.org](mailto:adainfo@transcen.org)  
URL: <http://www.adainfo.org>

## DISABILITY ORGANIZATIONS

### Attention Deficit Disorder

To identify an ADD group in your state or locality, contact either:

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CH.A.D.D.)  
8181 Professional Place, Suite 201  
Landover, MD 20785  
(301) 306-7070  
(800) 233-4050 (Voice mail to request information packet)  
E-mail: [national@chadd.org](mailto:national@chadd.org)  
URL: <http://www.chadd.org>

National Attention Deficit Disorder Association (ADDA)  
9930 Johnnycake Ridge Road, Suite 3E  
Mentor, OH 44060  
(440) 350-9595  
(800) 487-2282 (Voice mail to request information packet)  
E-mail: [NatADDA@aol.com](mailto:NatADDA@aol.com)  
URL: <http://www.add.org>

### Autism

To identify an autism group in your state, contact:  
Autism Society of America  
7910 Woodmont Avenue, Suite 300  
Bethesda, MD 20814  
(301) 657-0881; (800) 3-AUTISM  
URL: <http://www.autism-society.org>

### Brain Injury

Brain Injury Association of Maryland  
Kernan Hospital  
2200 Kernan Drive, Suite 810E  
Baltimore, MD 21207  
(410) 448-2924  
(800) 221-6443 (in MD only)  
E-mail: [biamaryland@erols.com](mailto:biamaryland@erols.com)  
URL: [http://www.neuroiaw.com/bia/BIA\\_home.html](http://www.neuroiaw.com/bia/BIA_home.html)



# MARYLAND - 3

## Cerebral Palsy

Mitzi Bernard, Executive Director  
United Cerebral Palsy of Southern MD  
49 Old Solomons Island Road, Suite 301  
Annapolis, MD 21401  
(410) 897-9545  
E-mail: somduc@earthlink.net  
URL: <http://www.sitestar.com/ucp/>

## Epilepsy

Lee Ann Kingham, Executive Director  
Epilepsy Association of MD  
Hampton Plaza, Suite 1103  
300 East Joppa Road  
Towson, MD 21286  
(410) 828-7700; (800) 492-2523 (in MD only)

## Learning Disabilities

Learning Disabilities Association of MD  
P.O. Box 2236  
Montgomery Village, MD 20886  
(301) 527-0273

## Mental Health

Linda Raines, Executive Director  
Mental Health Association of Maryland  
711 West 40th Street, Suite 428  
Baltimore, MD 21211  
(410) 235-1178  
E-mail: MHAofMD@aol.com

Carolyn Knight, President  
The Alliance for the Mentally Ill of Maryland Inc.  
711 W. 40th St., Suite 451  
Baltimore, MD 21211  
(410) 467-7100; (800) 467-0075  
E-mail: amimd@aol.com  
URL: <http://amimd.nami.org/amimd/>

## Mental Retardation

Cristine Boswell Marchand, Executive Director  
The Arc of Maryland  
49 Old Solomons Island Road, Suite 205  
Annapolis, MD 21401  
(410) 571-9320; (410) 974-6139 (In Balt.)

## Speech and Hearing

Donna Tippet, President  
MD Speech-Language-Hearing Association  
P.O. Box 31  
Manchester, MD 21102  
(410) 239-7770

## Spina Bifida

Spina Bifida Association of Maryland  
600 W. Baker Avenue  
Abingdon, MD 21009  
(410) 671-0047

## Visual Impairments

Elga Joffe, Director of Information Center  
American Foundation for the Blind  
11 Penn Plaza, Suite 300  
New York, NY 10001  
(212) 502-7600; (212) 502-7662 (TTY)  
E-mail: afbinfo@afb.org

## UNIVERSITY AFFILIATED PROGRAM

Gary W. Goldstein, President  
The Kennedy Krieger Institute  
707 North Broadway  
Baltimore, MD 21205-1890  
(410) 502-9483  
E-mail: goldstein@KennedyKrieger.org  
URL: <http://www.kennedykrieger.org>

## TECHNOLOGY-RELATED ASSISTANCE

Mary Brady, Executive Director  
Louise Bankston Calderan, Assistant Director  
Maryland Technology Assistance Program  
Office for Individuals with Disabilities  
One Market Center, Box 10  
300 W. Lexington Street  
Baltimore, MD 21201-3435  
(410) 333-4975 (V/TTY); (800) TECH-TAP  
E-mail: mdtap@clark.net  
URL: <http://www.mdtap.org>

## PARENT TRAINING & INFORMATION PROJECT

Josie Thomas, Director  
Parents' Place of MD, Inc.  
7257 Parkway Drive, Suite 210  
Hanover, MD 21076-1306  
(410) 712-0900 (V/TTY)  
E-mail: parplace@aol.com  
URL: <http://www.somerset.net/ParentsPlace>

## PARENT-TO-PARENT

Mona Freedman, Coordinator  
Maryland Infants and Toddlers Program  
Preschool Services Branch  
Department of Education, Division of Special Education  
200 West Baltimore Street, 4th Floor  
Baltimore, MD 21201  
(800) 538-0182 (in MD only); (410) 767-0652

## PARENT TEACHER ASSOCIATION (PTA)

Carmela Veit, President  
Maryland Congress of Parents and Teachers  
3121 St. Paul Street, Suite 25  
Baltimore, MD 21218  
(410) 235-7290

# MARYLAND - 4

## OTHER DISABILITY ORGANIZATIONS

Jess Hall, President  
Easter Seal Society  
3104 Timanus Lane, Suite 200  
Baltimore, MD 21244  
(410) 298-0991  
URL: <http://www.e Seal.org>

Nancy Stevens Carsey, Executive Director  
VSA (Very Special Arts) Maryland  
6802 McClean Boulevard  
Baltimore, MD 21234  
(410) 426-0022  
E-mail: [vsamd@clark.net](mailto:vsamd@clark.net)

Updated 2/10/99

### AGE OF ELIGIBILITY

Each state sets eligibility ages for services to children and youth with disabilities. For current information concerning this state, please contact the office listed under STATE DEPARTMENT OF EDUCATION: SPECIAL EDUCATION.

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**National Information Center  
for Children and Youth  
with Disabilities**



P.O. Box 1492  
Washington, DC  
20013-1492

E-Mail: [nichcy@aed.org](mailto:nichcy@aed.org)  
URL: <http://www.nichcy.org>  
1-800-695-0285 (Voice/TTY)

## National Toll-Free Numbers

The following is a selected list of toll-free numbers for national organizations concerned with disability and children's issues. Inclusion on this list does not imply endorsement by NICHCY or the Office of Special Education Programs. There are also many national disability organizations providing services and information which do not have toll-free numbers. If you would like additional help in locating assistance contact NICHCY at 1-800-695-0285 (Voice/TTY).

Note: Telephone numbers are designated either Voice (V) or Text Telephone (TTY), indicating their accessibility to TTY users. Spanish-language resources are also indicated.

### AIDS

CDC National Prevention Information Network  
1(800) 458-5231 (V; English/Spanish)  
1(800) 243-7012 (TTY)

CDC National AIDS Hotline  
1(800) 342-2437 (V)  
1(800) 344-7432 (V; Spanish)  
1(800) 243-7889 (TTY)

Hemophilia and AIDS/HIV Network for  
Dissemination of Information  
1(800) 424-2634 (V)

National Pediatric and Family HIV Resource Center  
1(800) 362-0071

**ALCOHOL AND OTHER DRUG ABUSE**  
National Council on Alcoholism and Drug  
Dependence  
1(800) 622-2255

National Institute on Drug Abuse Helpline  
1(800) 662-4357 (V)

OSAP National Clearinghouse for Alcohol  
and Drug Information  
1(800) 729-6686 (V)  
1(800) 487-4889 (TTY)

**AMERICANS WITH DISABILITIES ACT (ADA)**  
ADA in Action  
1(800) 949-4232

Disability Rights Education and Defense Fund ADA  
Technical Assistance Information Line  
1(800) 466-4232 (V/TTY)

Disability and Business Technical Assistance Centers  
1(800) 949-4232 (V/TTY)

Equal Employment Opportunity Commission  
1(800) 669-3362 (V)  
1(800) 800-3302 (TTY)

Job Accommodation Network  
1(800) 526-7234 (V/TTY)  
1(800) 232-9675 (V/TTY; ADA Information)

U.S. Architectural and Transportation Barriers  
Compliance Board -- Access Board  
1(800) 872-2253 (V)  
1(202) 272-5449 (TTY)  
1(800) 993-2822 (TTY)

U.S. Department of Housing and Urban  
Development -- HUD User  
1(800) 245-2691 (V)

### ASSISTIVE TECHNOLOGY/DEVICES

AbleNet  
1(800) 322-0956 (V)

Alliance for Technology Access  
1(800) 455-7970

Apple Computer Worldwide Disability Solutions  
Group  
1(800) 600-7808 (V)  
1(800) 755-0601 (TTY)



Assistive Technology Systems Change Project,  
United Cerebral Palsy  
1(800) 872-5827

AT&T Accessible Communications Product  
Center  
1(800) 233-1222 (V)  
1(800) 896-9032 (TTY)

Chrysler Corporation Automobility Program  
1(800) 255-9877

IBM Special Needs Systems  
1(800) 426-4832 (V)  
1(800) 426-4833 (TTY)

TECHKNOWLEDGE  
1(800) 726-9119  
1(404) 894-4960 (V; Atlanta Metro Area)

BLINDNESS/VISUAL IMPAIRMENTS  
American Council of the Blind  
1(800) 424-8666 (V/TTY)

American Foundation for the Blind  
1(800) 232-5463

American Printing House for the Blind  
1(800) 223-1839

Blind Children's Center  
1(800) 222-3566 (V)  
1(800) 222-3567 (V; in CA)

Hadley School for the Blind  
1(800) 323-4238 (V)

Lighthouse National Center for Vision and  
Child Development  
1(800) 334-5497 (V)  
1(212) 821-9713 (TTY)

National Association of Parents of the  
Visually Impaired  
1(800) 562-6265

National Library for the Blind and Physically  
Handicapped  
1(800) 424-8567 (V)  
1(800) 424-9100 (TTY, English)  
1(800) 345-8901 (TTY, Spanish)

Prevent Blindness America  
1(800) 331-2020 (V)

Recording for the Blind & Dyslexic  
1(800) 221-4792 (V)

The Foundation Fighting Blindness  
1(800) 683-5555 (V)  
1(410) 785-1414 (V; in MD)  
1(410) 785-9687 (TTY)  
1(800) 683-5551 (TTY)

BURNS  
Phoenix Society for Burn Survivors  
1(800) 888-2876 (V)

CANCER  
American Cancer Society  
1(800) 227-2345

Cancer Information and Counseling Line  
1(800) 525-3777 (V)

Candlelighters Childhood Cancer Foundation  
1(800) 366-2223 (V)

National Brain Tumor Foundation  
1(800) 934-2873

National Cancer Information Service  
1(800) 422-6237 (V; English/Spanish)  
1(800) 332-8615 (TTY)

CHILD ABUSE  
Clearinghouse on Child Abuse and  
Neglect/Family Violence Information  
1(800) 394-3366 (V)

National Committee to Prevent Child Abuse  
1(800) 556-2722

COMMUNICATION DISORDERS  
MedSupport FSF International  
1(800) 793-0766 (Multiple Sclerosis Hotline)

National Institute on Deafness and Other  
Communication Disorders Clearinghouse  
1(800) 241-1044 (V)  
1(800) 241-1055 (TTY)

National Stutterers' Hotline  
1(800) 221-2483



National Stuttering Project  
1(800) 364-1677

**CRANIOFACIAL SYNDROMES**  
Children's Craniofacial Association  
1(800) 535-3643 (V)

**FACES** -- National Craniofacial Association  
1(800) 332-2373 (V)

**DEAFNESS/HEARING IMPAIRMENTS**  
American Society for Deaf Children  
1(800) 942-2732 (V/TTY)

Better Hearing Institute  
1(800) 327-9355 (V/TTY)

Deafness Research Foundation  
1(800) 535-3323 (V/TTY)  
1(212) 684-6559 (V/TTY; in NY)

Hear Now  
1(800) 648-4327 (V/TTY)

John Tracy Clinic  
1(800) 522-4582 (V/TTY)  
1(213) 748-5481 (V; in 213 area)  
1(213) 747-2924 (TTY; in 213 area)

National Cued Speech Association  
1(800) 459-3529  
National Hearing Aid Society  
1(800) 521-5247 (V)

National Information Clearinghouse on Children  
Who are Deaf-Blind (DB-LINK)  
1(800) 438-9376 (V)  
1(800) 854-7013 (TTY)

National Institute on Deafness and Other  
Communication Disorders Clearinghouse  
1(800) 241-1044 (V) 1(800) 241-1055 (TTY)

TRIPOD (Information for parents of deaf children)  
1(800) 352-8888 (V/TTY)  
1(800) 287-4763 (V/TTY; in CA)

**DISABILITY AWARENESS**  
Kids on the Block  
1(800) 368-5437

## EDUCATION

American Association for Vocational Instructional  
Materials  
1(800) 228-4689 (V)

American School Counselor Association  
1(800) 306-4722

Association for Childhood Education International  
1(800) 423-3563 (V)

National Center for Research in Vocational  
Education  
1(800) 762-4093 (V)

National Center for School Leadership  
1(800) 643-3205 (V)

Urban Special Education Leadership Collaborative  
1(800) 225-4276

U.S. Office of Educational Research and  
Improvement  
1(800) 424-1616 (V)

## EMPLOYMENT

Equal Employment Opportunity Commission  
1(800) 669-3362 (V) 1(800) 800-3302 (TTY)

Job Accommodation Network  
1(800) 526-7234 (V/TTY)  
1(800) 232-9675 (V/TTY; ADA Information)

## FINANCIAL COUNSELING

National Foundation for Consumer Credit  
1(800) 388-2227 (V)

## HOSPICE

Children's Hospice International  
1(800) 242-4453 (V/TTY)

HOSPICELINK  
1(800) 331-1620

**INFORMATION SERVICES**  
ABLEDATA/National Rehabilitation  
Information Clearinghouse  
1(800) 346-2742 (V/TTY)

ACCESS ERIC  
1(800) 538-3742 (V)



Alliance of Genetic Support Groups  
1(800) 336-4363

Easter Seals-National Office  
1(800) 221-6827 (V)  
1(800) 726-4258

ERIC Clearinghouse on Disabilities and Gifted Education  
1(800) 328-0272 (V/TTY)

National Clearinghouse on Careers and Professions  
Related to Early Intervention and Education for  
Children with Disabilities  
1(800) 641-7824  
1(703) 264-9480 (TTY)

National Information Center for Children and  
Youth with Disabilities  
1(800) 695-0285

National Information Clearinghouse for Infants  
with Disabilities and Life Threatening Conditions  
1(800) 922-9234, ext. 201 (V/TTY)  
1(800) 922-1107, ext. 201 (V/TTY); in SC)

ODPHP National Health Information Center  
1(800) 336-4797 (V)

Office of Minority Health Resource Center  
1(800) 444-6472 (V)

Zero to Three/National Center for Infants, Toddlers,  
and Families  
1(800) 899-4301

#### LITERACY

National Literacy Hotline  
1(800) 228-8813 (V)  
1(800) 522-9097 (TTY)

#### MEDICAL/HEALTH DISORDERS

American Association of Kidney Patients  
1(800) 749-2257 (V)

American Brain Tumor Association  
1(800) 886-2282

American Cancer Society  
1(800) 227-2345

American Diabetes Association  
1(800) 342-2383 (V)

American Heart Association  
1(800) 242-8721

American Kidney Fund  
1(800) 638-8299 (V)

American Liver Foundation  
1(800) 223-0179 (V)

American Lung Association  
1(800) 586-4872

Aplastic Anemia Foundation of America  
1(800) 747-2820

Asthma and Allergy Foundation of America  
1(800) 727-8462

Chronic Fatigue and Immune Dysfunction  
Syndrome Association  
1(800) 442-3437 (V)

Crohn and Colitis Foundation of America  
1(800) 932-2423

Eating Disorders Awareness and Prevention  
1(800) 931-2237

Family Voices: A National Coalition Speaking for  
Children with Special Health Care Needs  
1(888) 835-5669

Federal Hill-Burton Free Hospital Care Program  
1(800) 638-0742 (V)  
1(800) 492-0359 (V; in MD)

Foundation for Ichthyosis and Related Skin Types  
1(800) 545-3286

Leukemia Society of America  
1(800) 955-4572 (V)

Lupus Foundation of America  
1(800) 558-0121 (V)  
1(800) 558-0231 (V; Spanish)

National Association for Sickle Cell Disease  
1(800) 421-8453 (V)

National Brain Tumor Foundation  
1(800) 934-2873



National Heart, Lung, and Blood Institute  
Information Center  
1(800) 575-9355

National Lymphedema Network  
1(800) 541-3259

Shriners Hospital for Crippled Children  
1(800) 237-5055 (V)

United Ostomy Association  
1(800) 826-0826 (V)

Vestibular Disorders Association  
1(800) 837-8428

#### MENTAL HEALTH

National Alliance for the Mentally Ill  
1(800) 950-6264 (V)

National Clearinghouse on Family Support and  
Children's Mental Health  
1(800) 628-1696 (V)

National Mental Health Association  
1(800) 969-6642 (V)

#### NUTRITION

Beech-Nut Nutrition Hotline  
1(800) 523-6633 (V)

Gerber Consumer Information  
1(800) 443-7237 (V)

#### PHYSICAL DISABILITIES

Human Growth Foundation  
1(800) 451-6434 (V)

Muscular Dystrophy Association  
1(800) 572-1717

National Library Services for the Blind and  
Physically Handicapped  
1(800) 424-8567

1(800) 424-9100 (TTY, English)  
1(800) 345-8901 (TTY, Spanish)

National Limb Loss Information Center  
1(888) 267-5669

National Spinal Cord Injury Hotline  
1(800) 526-3456 (V)

Pathways Awareness Foundation  
1(800) 955-2445 (V)

#### RARE SYNDROMES

Alliance of Genetic Support Groups  
1(800) 336-4363 (V)

National Organization for Rare Disorders  
1(800) 999-6673 (V/TTY)

#### RECREATION

Adventures in Movement for the  
Handicapped, Inc.  
1(800) 332-8210 (V)

Magic Foundation  
1(800) 362-4423 (V)

North American Riding for the  
Handicapped, Inc.  
1(800) 369-7433 (V)

Sunshine Foundation  
1(800) 767-1976 (V)

#### REHABILITATION

Clearinghouse for Children and Technology  
Information  
1(800) 638-8864 (V)  
1(800) 852-2892 (TTY)

National Clearinghouse of Rehabilitation  
Training Materials  
1(800) 223-5219 (V/TTY)

National Rehabilitation Information  
Clearinghouse/ABLEDATA  
1(800) 346-2742 (V/TTY)

#### RESPIRATORY DISORDERS

National Jewish Center for Immunology and  
Respiratory Medicine — LUNGLINE  
1(800) 222-5864 (V)

National Heart, Lung, and Blood Institute  
Information Center  
1(800) 575-9355

#### RESPIRE CARE

Access to Respite Care and Help (ARCH)  
National Resource Center, National Respite  
Locator Service  
1(800) 773-5433 (V)

**RURAL**

ERIC Clearinghouse on Rural Education and Small Schools

1(800) 624-9120 (V)

Rural Institute on Disabilities (Montana Univ. Affiliated Program)

1(800) 732-0323

**SPECIFIC DISABILITIES**

American Association on Mental Retardation

1(800) 424-3688 (outside D.C. area)

(202) 387-1968 (in D.C.)

Angelman Syndrome Foundation

1(800) 432-6435

Aplastic Anemia Foundation of America

1(800) 747-2820

The Arc (formerly the Association of Retarded Citizens)

1(800) 433-5255

Autism Society of America

1(800) 3-AUTISM

Brain Injury Association

1(800) 444-6443 (V)

Children and Adults with Attention Deficit Disorder (CH.A.A.D.)

1(800) 233-4050

Cleft Palate Foundation

1(800) 242-5338

Cooley's Anemia Foundation

1(800) 522-7222 (V)

Cornelia de Lange Syndrome Foundation

1(800) 223-8355 (V)

1(800) 753-2357 (V; in CT)

Crohn's and Colitis Foundation of America

1(800) 932-2423

Cystic Fibrosis Foundation

1(800) 344-4823 (V)

Epilepsy Foundation-National Office

1(800) 332-1000 (V)

Huntington's Disease Society of America  
1(800) 245-4372

International Dyslexia Association  
(formerly the Orton Dyslexia Society)  
1(800) 222-3123

International Rett Syndrome Association  
1(800) 818-7388

Learning Disabilities Association  
1(888) 300-6710

Lyme Disease Foundation  
1(800) 886-5963

MedSupport FSF International  
1(800) 793-0766 (Multiple Sclerosis Hotline)

National Attention Deficit Disorder Association  
1(800) 487-2282 (V)

National Center for Learning Disabilities  
1(888) 575-7373

National Down Syndrome Congress  
1(800) 232-6372 (V)

National Down Syndrome Society  
1(800) 221-4602 (V)

National Fragile X Foundation  
1(800) 688-8765 (V)

National Multiple Sclerosis Society  
1(800) 344-4867 (V)

National Neurofibromatosis Foundation  
1(800) 323-7938

National Organization for Albinism and Hypopigmentation  
1(800) 473-2310 (V)

National Organization on Fetal Alcohol Syndrome  
1(800) 666-6327

National Reye's Syndrome Foundation  
1(800) 233-7393 (V)



National Scoliosis Foundation  
1(800) 673-6922

National Stutterers' Hotline  
1(800) 221-2483

National Stuttering Project  
1(800) 364-1677

National Tuberous Sclerosis Association  
1(800) 225-6872 (V)

Neurofibromatosis, Inc.  
1(800) 942-6825

Osteogenesis Imperfecta Foundation  
1(800) 981-2663

Prader-Willi Syndrome Association  
1(800) 926-4797 (V)

Spina Bifida Association of America  
1(800) 621-3141 (V)

Stuttering Foundation of America  
1(800) 992-9392 (V)

Sudden Infant Death Syndrome Alliance  
1(800) 221-7437 (V)

Tourette Syndrome Association  
1(800) 237-0717 (V)

Treacher Collins Foundation  
1(800) 823-2055

United Cerebral Palsy Associations  
1(800) 872-5827 (V/TTY)

United Leukodystrophy Foundation  
1(800) 728-5483 (V)

United Scleroderma Foundation  
1(800) 722-4673 (V)

#### SUPPLEMENTAL SECURITY INCOME (SSI)

Social Security Administration  
1(800) 772-1213 (V)

1(800) 325-0778 (TTY)

1(800) 392-0812 (TTY; in MO)

#### TRAUMA

American Trauma Society  
1(800) 556-7890 (V)

Brain Injury Association  
1(800) 444-6443 (V)

National Spinal Cord Injury Association  
1(800) 962-9629

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